

Issues in American Literature and Culture: Digitizing Early American Literature

Course Number: AML 2410-5700
Room Number: CBD210
Time: MWF Period 8 (3:00-3:50)
Instructor: David Lawrimore
Email: dlawrimore@ufl.edu
Office Hours: After class on MW, and by appointment
Office: Library West and Rolfs 501
Class Website: Sakai

Course Description

This course will explore how the recent digitization of various literary and newspaper archives has influenced early American studies, particularly the study of the early American novel. We will begin by familiarizing ourselves with such canonical works as William Hill Brown's *The Power of Sympathy* (1789) and Susanna Rowson's *Charlotte Temple* (1794) and the scholarship that helped to recover them from obscurity. We will then turn to a number of digitized literary and newspaper archives to consider how lesser-known works complicate the portrait of these canonical novels. In this manner, we will begin to investigate how the recovery of "lost" texts is a fragmentary and deeply ideological process. Moreover, instead of merely discussing these scholarly gaps, we will actively work to bridge them by curating our own digital archive in the form of a class website. The goal of this archive is both to make lesser-known early American novels more accessible as well as to give students the opportunity to engage in the sort of digital collaboration that is essential to both academic and non-academic positions.

Throughout the semester, we will read literary texts in conversation with critical and theoretical essays. In doing so, we will consider the ways in which cultural, historical, and philosophical developments have influenced American history and literature. We will develop strategies on how to speak and write about these issues using contemporary tools for analysis, such as historical documents and scholarly articles. You will also learn how to work through the stages of planning, research, organizing, and revising your writing. This course encourages students to investigate the relationship between writing and knowledge, and to discover how writing can create, rather than merely transmit, knowledge.

General Education Outcome

Our AML 2410 is designed to introduce the topic of digitization, canonicity, and literary history to help develop critical reading and writing skills. The goal of this class, then, is to teach you how to interpret the information critically, understand the value of numerous opinions, offer freedom to form your own ideas, and enhance your writing skills.

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx#requirements>

This course can satisfy the UF requirement for Writing. For more information, see: <http://gened.aa.ufl.edu/writing-math.aspx>

Our section requires the 6,000 word count. All papers must be turned in order to meet this requirement. The average amount of reading per week roughly 100 pages (assignments will vary according to page type/size and reading level). Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant.

Required Texts

- William Hill Brown and Hannah Webster Foster, *The Power of Sympathy and The Coquette* (Penguin Classics, 1996) ISBN: 0140434682
- Susanna Rowson, *Charlotte Temple and Lucy Temple* (Penguin Classics, 1991) ISBN: 0140390804
- Charles Brockden Brown, *Ormond; or, The Secret Witness: With Related Texts* (Hackett, 2009) ISBN: 1603841253
- Course Pack(s) from Xerographic, which will contain the following texts:
 - o William Hill Brown, “Harriot; or, The Domestick Reconciliation”
 - o William Hill Brown, *Ira and Isabella; or, The Natural Children*
 - o William Hill Brown, selected essays, poetry, and verse fables
 - o William Hill Brown, from *The Better Sort*
 - o Samuel Relf, *Infidelity; or, The Victims of Sentiment*
 - o Anon, *Amelia; or, The Faithless Briton*
 - o Susanna Rowson, from *Mentoria; or, The Young Lady ’s Friend*
 - o Susanna Rowson, *Sarah; or, The Exemplary Wife*
 - o Anon, *The Hapless Orphan; or, Innocent Victim of Revenge*
 - o Thomas Hale Pettengil, *The Yankee Traveller; or, The Adventures of Hector Wigier*
 - o Anon, *Humanity in Algiers; or, The Story of Azem*
 - o Anon, *The History of Constantins & Pulchera; or, Constancy Rewarded*
- Three scholarly articles/chapters will be posted on Sakai.

Course Requirements and Assignment Weights

Grade Breakdown

Assignment	Word Count	Weight
Quizzes x 10	N/A	100 pts. (10 pt. x 10)
Participation	N/A	50 pts.
Reading Responses x 5	2500 (500 x 5)	200 pts. (50 pts. x 5)
Student-led Discussion	500	100 pts.
Midterm Essay	1500	250 pts.
Novel Presentation/Discussion	N/A	50 pts.
Final Project	1500	250 pts.
Total	6000	1000 pts.

Grade Scale

A	98	93-100	4.0	C	75	73-76	2.0
A-	93	90-92	3.67	c-	70	70-72	1.67
B+	89	87-89	3.33	D+	69	67-69	1.33
B	85	83-86	3.0	D	65	63-66	1.0
B-	80	80-82	2.67	D-	60	60-62	0.67
C+	79	77-79	2.33	E	0	0-59	0.00

Quizzes and Online Responses

One of the best ways to become a better writer is to become a more critical reader. To this end, there will be weekly quizzes and five formal online responses in order to ensure and supplement out-of-class reading. Quizzes will take place during the first ten minutes of class, and will be on the reading assigned for that day. They can be both announced and unannounced. In most cases (see the course absence policy below), missed quizzes cannot be made up.

Online responses should be focused and organized, showing critical thinking and an attempt to integrate ideas into course topics and objectives. At the beginning of the semester, each student will be assigned a group letter that will determine when his or her journal post is due. Each student is responsible for writing a response to the reading assigned for the day of his or her post. I will provide the a topic in advance and students will be responsible for writing a response, using the day's reading as the source material. *Posts will be due by Noon on each student's respective day.* No late posts will be accepted. I will provide a number of examples and further explanation in the coming week.

Student-Led Discussion

Each student will choose one text and will lead class discussion for 10-15 minutes based on the text. Students will turn in a two-page paper with reading and discussion questions. Students will likely work with at least one other student in leading discussion, meaning as a group, students will lead discussion for 20-30 minutes. These discussions are meant serve as an entry-point into the novel and can utilize any number of methods including author biography (if possible), comparisons to other novels, major themes and motifs, comparisons to more recent texts, etc. It is highly recommended that students meet with me the week before their presentation.

Midterm Essay

The purpose of the midterm essay is to think about how canonical understandings of William Hill Brown's *The Power of Sympathy* or Susanna Rowson's *Charlotte Temple* are either changed or reinforced when we read outside of the canon. Using outside research, students will first create rough canonical sketch of Brown or Rowson and, second, compare this portrait to the one that emerges when considering one or two other the non-canonical writings by the author. Students can expect a fuller assignment description and rubric well before the due date.

Final Project and Novel Presentation/Discussion

In lieu of a final paper, this course will instead require a final project in which each student will extensively research a lesser-known novel and create a webpage that will include such information as a scanned .pdf of the text, a summary, important keywords, a comprehensive bibliography, the author's biography, publication information, and other pertinent data. Each webpage will be housed in a website dedicated to expanding knowledge of lesser-known early American novels, which the class will create and which will be available to the public in April. In addition, students will present their research in the form of a 5 to 10 minute presentation that will take place during the last week of class. Novels will be chosen or assigned soon after spring break, and students can expect a fuller assignment description and rubric well before the due date.

Class and English Department Policies

Late Work

Students should turn in a copy of his or her essay on the day that it is due, even if he or she cannot make it to class. A student may e-mail his or her essay for the purpose of avoiding lateness but is still required to turn in a copy for grading. Computer problems are not valid excuses for late work; save documents frequently. Any work that is not turned in by class time on the due date will not be accepted and will automatically count as a zero. Extenuating circumstances will be considered with proper notice.

Attendance

Attendance and participation in this class is mandatory. Students are permitted up to four absences, either excused or unexcused, in this class throughout the semester. However, beginning with the fifth absence, the final grade will be reduced in the following way:

5 absences: -10% of possible grade

6 absences: -20% of possible grade

7 absences: **automatic failure of the class**

You are responsible for keeping track of your absences, as NO EXCEPTIONS will be made. Prolonged absences, even for medical reasons, cannot be excused, as in-class discussions of reading, in-class work, quizzes and writing assignments are a key part of the course content. If you do miss a class, it is your responsibility to find out what you missed from your peers and the course website. Any blog post or paper due on a day you are absent is still due.

In keeping with the University's absence policies (See <https://catalog.ufl.edu/ugrad/current/reulations/info/attendance.aspx> for details), some absences may be exempted from this policy. However, students must inform the instructor in advance of such absences, and all assignments due on a day that you miss are due the day you return to class. In-class assignments must be promptly made up during the instructor's office hours or by appointment.

Tardies

Any student who arrives to class late will be counted tardy. Three tardies will be converted into one absence. It is the students' responsibility to notify me immediately after class; otherwise, he or she may accidentally be recorded as absent on that day.

Participation

Everyone is expected to participate in class. Be prepared to discuss the readings, answer questions about them, and ask questions about parts you did not understand. On these occasions, any disruptive or unconstructive behavior will be dealt with strictly. In any case, if students come to class unprepared (e.g., without the required materials) and unable to participate, his or her participation grade will be penalized and he or she may be dismissed from class for the day.

Classroom Disruptions

Common courtesy is mandatory in our classroom. Turn off all cell phones, pagers, alarms, and so on when you enter the classroom; noise distractions are rude and interrupt everyone's learning. *If students are found text messaging in class, he or she will be asked to leave and will receive an absence for the day.* Sleeping, talking in private conversations, and reading other material are

also inappropriate behaviors during class time. *Students will not need to use a laptop for this class, so please put it away before class begins.* Disciplinary action (dismissal from the classroom, grade deduction, and beyond) will be taken if a student disrupts the learning environment in any way.

University Policies

Academic Honesty

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Proven cases of academic dishonesty will be prosecuted to the fullest extent. The first instance will result in a zero for the assignment and their name will be submitted to the honor board for further review. A subsequent offense will result in immediate failure of the course and a recommendation to the honor board for expulsion.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. For more information, see:

<http://www.dso.ufl.edu/drc/>

Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

Tentative Course Schedule (readings will be discussed on the day they appear; page numbers are forthcoming)

WEEK 1

M 1/6	Syllabus Overview
W 1/8	Historical Overview and Major Topics
F 1/10	Brown, "Harriot" (CP 1-4 & Sakai)

WEEK 2

M 1/13	Brown, <i>The Power of Sympathy</i> (Letters I-XXVI; 1-48)
W 1/15	Brown, <i>The Power of Sympathy</i> (Letters XXVI-L; 48-88)
F 1/17	Brown, <i>The Power of Sympathy</i> (Letters LI-LXV; 88-103); Barnes, Elizabeth. "Affecting Relations: Pedagogy, Patriarchy, and the Politics of Sympathy" (Sakai)

WEEK 3

M 1/20	HOLIDAY
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W 1/22 **Student Led Discussion 1 (Henceforth, SLD)**; Assorted poems and essays by William Hill Brown (CP 27-50); **OR1-E**
F 1/24 Assorted poems and essays by William Hill Brown, cont. (CP 27-50); **OR1-F**

WEEK 4

M 1/27 Brown, *The Better Sort* (CP 51-83)
W 1/29 Brown, *Ira and Isabella* (CP 5-26)
F 1/31 William Hill Brown Retrospective Discussion; Assign Midterm Essay; **OR1-C**

WEEK 5

M 2/3 **SLD 2**; Relf, *Infidelity* (Letters I-XVI; CP 85-110); **OR1-D**
W 2/5 Relf, *Infidelity* (Letters XVII-XXXVI; CP 110-134) **OR2-E**
F 2/7 Relf, *Infidelity* (Letters XXXVII-End; CP 134-151) **OR2-F**

WEEK 6

M 2/10 **SLD 3**; Rowson, *Charlotte Temple* (Letters I-XIV; 1-56) **OR2-A**
W 2/12 Rowson, *Charlotte Temple* (Letters XV-XXVI; 57-102) **OR2-B**
F 2/14 Rowson, *Charlotte Temple* (Letters XXVII-XXXV; 103-132); Jarenski, “The Voice of the Preceptress” (Sakai); **OR2-C**

WEEK 7

M *nil* Anon, *Amelia* (CP 153-167); **OR2-D**
W 2/19 Rowson, from *Mentoria* (CP 169-188); **OR3-E**
F 2/21 **SLD 4**; Rowson, *Sarah* (Letter I-XVI; CP 189-224); **OR3-F**

WEEK 8

M 2/24 Rowson, *Sarah* (Letter XVI-XXVII; CP 224-263); **OR3-C**
W 2/26 Rowson, *Sarah* (Letter XXIX-XXXVII; CP 263-300); **OR3-D**
F 2/28 **Midterm Essay Due**; Susanna Rowson Retrospective Discussion

WEEK 9

M 3/3 HOLIDAY
W 3/5 HOLIDAY
F 3/7 HOLIDAY

WEEK 10

M 3/10 **SLD 5**; Brown, *Ormond* (Letters I-VI; pp. 1-48); **OR3-A**
W 3/12 Brown, *Ormond* (Letters VII-XIII; pp. 49-99); **OR3-B**
F 3/14 READING DAY: Brown, *Ormond* (Letters XIV-XIX; pp. 100-146); **OR4-C**

WEEK 11

M 3/17 Brown, *Ormond* (Letters XX-XXIV; pp. 147-185); **OR4-D**
W 3/19 Brown, *Ormond* (Letters XXV-XXIX; pp. 186-222); **OR4-E**
F 3/21 Lewis, “Charles Brockden Brown and the Gendered Canon of Early American Fiction” (Sakai); **OR4-F**

WEEK 12

M 3/24 **SLD 6**; Anon, *Hapless Orphan* (Letters I-XIX; CP 300-337); **OR4-A**
W 3/26 Anon, *Hapless Orphan* (Letters XX-LV; CP 337-371); **OR4-B**
F 3/28 Anon, *Hapless Orphan* (Letters LVI-C; CP 371-408); **OR5-C**

WEEK 13

M 3/31 Anon, *Hapless Orphan* (Letters CI-CXXI; CP 408-425); **OR5-D**
W 4/2 **SLD 7**; Pettengil, *The Yankee Traveller* (Letters I-VII; CP 427-450); **OR5-E**
F 4/4 Pettengil, *The Yankee Traveller* (Letters VIII-XII; CP 450-469); **OR5-F**

WEEK 14

M 4/7 Anon, *Humanity in Algiers* (CP 471-500); **OR5-A**
W 4/9 Anon, *History of Constantius and Pulchera* (CP 500-530); **OR5-B**
F 4/11 Library Orientation

WEEK 15

M 4/14 Final Project Discussion
W 4/16 Reading Day — Read assigned novel independently
F 4/18 Reading Day — Read assigned novel independently

WEEK 16

M 4/21 Novel Presentation/Discussion
W 4/23 Novel Presentation/Discussion
F 4/25 **Final Project Due**